THE INFLUENCE OF HOME AND SCHOOL ON STUDENTS' ACADEMIC PERFORMANCE: A CASE STUDY OF WANGING'OMBE DISTRICT, TANZANIA

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CERTIFICATION

I certify that I have read the dissertation titled **"The Influence of Home and School on Students' Academic Performance"** and has found it to be in a form acceptable for examination. It is hereby being submitted for the award of Master of Education in Administration, Planning and Policy Studies, of the Open University of Tanzania with my approval as a University Supervisor.

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Dr. Susan Rugano Gwalema

(Supervisor)

Date_____

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DECLARATION

I, **William Shauritanga Ugulumu**, do hereby declare that, the content of this report is the result of my own work and that it has not been presented anywhere and will not be presented to any other higher learning institution, university or any college for a similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to the family of Mr and Mrs William Shauritanga Ugulumu

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ABSTRACT

The study investigated "The Influence of Home and School on Students' Academic Performance" in Wanging'ombe District. The main objective was to investigate the influence of home and school on students' academic performance. The specific objectives were, to analyze the effect of availability and use of learning facilities, to investigate the influence of effective and efficient subject teachers, to determine the effect of Homes' background and to examine the School environments on students' academic performance in Form IV national examination results in 2007-2014 in community built secondary schools. The study adopted a cross sectional study design in which teachers and students were selected randomly while HOS and DSEO members were purposively selected. A total of 300 respondents were selected to constitute a sample in which 200 were students, 60 were teachers, 33 were members for Focus Group Discussions, 4 were Heads of School and 3 were members from DSEO office. Descriptive statistics were used to summarize the information in the sample schools. Findings of this study showed that there were not enough teaching learning materials and inadequate school infrastructures, syllabi was not covered in time, English is mixed with other languages during teaching, provision of standard test after the end of each topic, exercise and examinations were neither adequate nor standard. Low parents' income, low parents' sensitivity in investing in education to their children, low parents' involvements in academic activities provided by teachers and school environments were not standard as required, hence school environments were not conducive for learning. This study recommends that governments, parents, NGOs, and CBEs should invest in education.

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ABBREVIATIONS

BEST	Basic Education Statistics of Tanzania
CBE	Community Based Education
CSEE	Certificate of Secondary Education Examinations
DSEO	District Secondary Education Office
FGD	Focus Group Discussion
HOS	Head Of Schools
LOI	Language Of Instruction
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organizations
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational Scientific and Cultural Organizations
UNICEF	United Nations International Children's Emergency Funds
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to Problem

Levin, Wasanga and Somerset (2011) assert that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools, but also a major determinant of the well-being of youths in particular and the nation in general. Other scholars, (Yusuf and Adigun, 2010), (Lydiah and Nasongo, 2009), (Achoka, J. S. K et al, 2007) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large for higher personal incomes, higher rates of innovation, higher overall productivity and faster introduction of new technology (UNESCO, 2005 p.41).

Hanes, (2008) noted that the level of socioeconomic status (SES) in Beverly elementary schools is the best indicator contributing towards the quality of students' achievement that is, student factors, family factors, school factors and peer factors have a positive correlation on students' academic performance.

Chukwudi, O.C (2013)investigated the effect of home environment on academic performance of secondary school in Nigeria, results indicated that parents with high educational background tend to motivate their children to have an interest in their academic work; this also enhances the performance of students in school.

According to the National data Performance in Secondary Education Examinations (CSEE) with a pass rate of Division I - III has been declining since 20014. On the other hand, those with division IV and those failing have been increasing since 2007. Overall performance of secondary schools as measured by the National examination results has been dismal. Pass rates by subjects are equally poor. The pass rate of Division I – III, decreased from 35.6 % in 2007 to 30.7% in 2014 while Pass rate of Division IV and O had increased from 64.4 % in 2007 to 69.3 % in 2014. The highest failure rate (90.4%) was recorded in 2012. A slight increase in pass rate of Division I - III surfaced in 2013 (21.2%) from 2012 (9.6%) (URT: BEST 2001-2014).

Historically, in 2007 only seven Secondary Schools were registered for The Form IV National Examinations (CSEE) in the district, and the remaining five started in 2008. A Pass rate of Division I – III decreased from 28.8 % in 2007 to 23.2 % in 2014, while those who obtained division IV and 0 increased from 71.2 % in 2007 to 76.8 % in 2014.

In general, the status of education in Tanzania for the past thirteen years (2001 – 2014 had not been stable, which had led to unsatisfactory examination results in summative evaluation. The steep rise in failure performance started from 2007 to 2014. See Table1.1 below (URT: BEST 2004 – 20014), (Katabaro, J.K and Sumra, S.2014).

Table 1. 1: Form IV National Examination (CSEE) Performances (Pass Rates) in Percentage 2004 – 2014

Years	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% Obtained Division I -III	37.8	33.6	35.7	35.6	26.7	17.9	11.4	10.0	9.6	21.2	30.7
% Obtained Division IV & 0	62.2	66.4	64.3	64.4	73.3	82.1	88.6	90.0	90.4	78.8	69.3

Source: URT: BEST 2004 – 2014

The concern of this study was to investigate the reasons that influenced steep rise in failure performance in Wanging'ombe District (CSEE) for the period 2007 to 2014.

1.2 Statement of the Problem

Despite government efforts to increase the overall proportion of Tanzanian youths completing secondary education with acceptable learning outcomes through improvement in access, quality and equity in SEDP I and II, examination results in summative evaluation for the period 2001 - 2014 have been unsatisfactory. The steep failure performance started in 2007 (URT: BEST 2001-2014) and URT (1995).

Good education does not happen by chance. It is a product of effective teaching and learning coupled with the effort of the school, the teacher, the students, parents, stakeholders, community, learning facilities and their various home environments. More Often, the blames on the poor performance of students in schools are shifted to the teachers and the school authorities. Most families in our society seem not to give adequate attention to the education of their children. This calls for further research to find out the causes of the poor performance of the students and then proffer solutions.

1.3 General Objective

Form IV National Examination (CSEE) as per Basic Statistics of National Data (2014) of the MoEVT between year 2007 and 2014, overall pass rates in Wanging'ombe District show that the number of students who obtained Division I – III had been decreasing while those who obtained division IV and division 0 had been increasing; the highest failure rate was in 2012 (95.5%) as shown in Table1.2 (URT: BEST 2007 - 2014).

Table 1.2: Status of Students' Academic Performance in Wanging'ombe District: [2007 – 2014]

Years	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	
% Obtained Division I – III	28.8	22.3	15.4	8.5	4.9	4.5	15.7	% Obtained Distinction, Merit and Credit	23.2
% Obtained **Division IV & 0**	71.2	77.7	84.6	91.5	95.1	95.5	84.3	% Obtained Pass and Fail	76.8

Source: URT: BEST 2007 – 2014

This study sets to explore the factors that are responsible for the steep failure rate from 2007 to 2014 in Wanging'ombe District. Emphasis was on the evaluation of factors responsible for Students' Academic Performance in order to develop a suitable guideline to reduce the massive failure rate in the future.

It is the aim of this research to come up with a solution to reduce the failure rate in students' academic performance in The Form IV National Examinations (CSEE) in Wanging'ombe District and Tanzania at large.

1.4 Main Objective

The main objective of the study was to investigate the influence of home and school

on students' academic performance in Wanging'ombe District, Tanzania from 2007.

1.4.1 Specific Objectives

The specific objectives of the study are:

i) To analyze the effect of availability and use of learning facilities on students' academic performance.

ii) To investigate the influence of effective and efficient subject teachers on students' academic performance.

iii) To determine the effect of homes' background on students' academic performance.

iv) To examine the effect of school environment on students' academic performance.

1.5 Main Research Question

What are the implications of student's academic performance (CSEE) of selected secondary schools in Wanging'ombe District in Tanzania from 2007 to 2014?

1.5.1 Specific Research Questions

i) To what extent does the availability and use of learning facilities affect students' academic performance?

ii) How effective and efficient subject teachers influence students' academic performance?

iii) What is the relationship between homes' background and students' academic performance?

iv) How does school environment relate to students' academic performance?

1.6 Delimitation of the Problem

There are many factors contributing in students' academic performance, but this study only investigated the influence of home and school environments.

The study was conducted in Njombe Region covering the selected community built secondary schools in Wanging'ombe District. The study adopted a cross sectional study design in which schools, teachers and students were selected randomly while HOS and DSEO members were purposively selected and only four schools were sampled. The study investigated the Influence of Home and School on Students' Academic Performance from 2007 to 2014.

1.7 Limitation of the Study

The limitation of the study was due to the scope of the study where by only four communities built secondary schools were selected hence this study can be used as an indicants to other community built secondary schools and not otherwise. Also some respondents were reluctant to give out information but during field study respondents were educated about the importance of the study to the District as well as national at large and to various education stakeholders.

1.8 Significance of the study

The rationale of this study is to provide answers to the problem of the increasing failure rate among Ordinary Level secondary school students and probe further so as to improve academic performance in Wanging'ombe District. The results will be useful to the students, stakeholders, teachers, policy makers to design and implement

the policies to improve the students' academic performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures (Boit, M.,et al,2012).

Also, the study has come up with the methodological strategic planning for improvement in academic performance and generates new knowledge in increasing the pass rates. The study will help to improve students' academic performance in Wanging'ombe District and National pass rates at large so as to achieve the objective of having highly learned citizens by 2025 as stated in the National Development Vision 2025.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter defines concepts used in the research process and reviews the theoretical literature on the Influence of Home and School on Students' Academic Performance. The analysis will help the understanding of the essence of the observed students' academic performance and identify the gaps inherent in students' academic performance. The literature review will assist to know what others have done so that the researcher is better prepared to attack the research problems with deeper insights and more concrete knowledge (Saunders et al, 2009; Kothari, 2009).

2.2 Definitions of Major Concepts

2.2.1 Teaching- Learning Conditions

Teaching, learning conditions includes: physical facilities, teachers' level of qualifications and working conditions as well as retention, repetition and achievement (Babyegeya, 2002).

2.2.2 Learning Facilities

In most educational institutions and schools physical facilities include classrooms, playgrounds, furniture, libraries, laboratories and other necessary amenities such as water and sanitary facilities also chalkboard, textbook, apparatus, handbooks and other instructional materials (Ellis, 2005) and (Babyegeya, 2002).

2.2.3 Teachers' Level of Qualification and Working Conditions

Teacher's level of qualifications refers to the level of professional/training that a teacher possesses (Babyegeya, 2002). Teachers' working condition includes all conditions which a teacher needs for performing his/her duties such as teaching materials, houses, chalks, etc. also the salary which a teacher gets.

2.2.4 Learning and teaching Materials

Teaching and learning materials are the instructional materials used to support students and teachers in the whole process of teaching and learning. They include textbooks, teacher's lesson plans and other related resources responsibly to facilitate the teaching activities (www.reference.com).

2.2.5 School Environments

School environments include book and furniture ratios, class size, use of learning materials, instruction time, attendance in lessons, use of competence based approach, etc. generally are those factors which assist in the provision of effective learning in the class.

2.2.6 Academic Performance

This refers to the ability to study and remember facts, being able to study effectively and see how the facts fit together and form larger patterns of knowledge, and being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper (Laddunuri, 2012). Academic performance in this study defined as the pass rate of students in the examinations.

2.2.7 Effective and Efficient Subject Teacher

Efficient teacher refers to manner of getting things done, how manages the class and time in getting things done. A good example, wherein a teacher can be called efficient is when comes in a class on time with well-prepared lesson plan, instructional materials, engaged time on task and everything is organized regardless of output or result produced in the teaching-learning process.

The effective teacher refers to best giving and the ability to make students learn or master the skills and turn them meaningful, relevant and applicable in real life situations. These two concepts should complement each other because it is hard to be an effective teacher without being an efficient teacher.

2.2.8 Homes' Background

Homes' background refers to the parents' level of income/economic status, parents' level of education, parents' involvement in academic activities provided by subject teachers, homes' peer group, homes' activities, success and failure of elder brother and sisters, homes' availability and type of food and tradition norms and beliefs on sex biases in access in education.

2.3 Theories of Education Management

A theory is composed of concepts, assumptions and generalizations. A concept is an abstract and the generalized meaning of a phenomenon and concepts are invented to analyze and describe things. An assumption is a statement that is taken for granted or accepted as true and generalizations are statements that show the mutual relationship of two or more concepts.

2.3.1 Maslow's Motivation Theory

Maslow's motivation theory states that man's behavior is controlled by both internal and external factors and emphasizes that humans have the unique ability to make choices and exercise free will. Maslow described these needs as being hierarchal in nature, meaning that some needs are more basic or more powerful than others and as these needs are satisfied, other higher needs emerge.

2.3.2 Importance of Maslow's Theory of Education

The most important educational goal is for students to learn. An essential factor involved in meeting these goals is motivation. If students are unmotivated in one way or another, it is likely that little learning will take place, or if by chance some learning should take place, it is probable that it will not be retained. This theory has great impact on educational structure. In order to maximize on the effectiveness of school-wide and individual classroom teaching programs, administrators and teachers must consider students' needs and their hierarchical order.

2.3.3 Scientific Management Theory

The first systematic contribution to the administrative theory was that of an American industrialist called Fredric W.Taylor, who formulated the theory known as scientific management theory.

Taylor was concerned with how the middle management of the production process could increase individual worker contributions with minimum interpersonal interactions between workers. Scientific management theory aimed at lowering unit costs of factory productions. The major shortcoming of scientific management theory

is that it does not focus on factors that affect both efficiency and overall effectiveness of organizations.

2.3.3.1 The Influence of Scientific Management Theory of Education Administration

The theory suggests that teachers are like any other workers in industries which are classified according to qualifications and specializations and assigned tasks according to qualifications and hence teaching qualifications require both preliminary and ongoing training, issues that were insisted in scientific management. At varying level schools are supplied with detailed syllabuses, materials and equipment, promotions and increments are used as incentives, and heads of school are held accountable for everything that takes place in schools. An inspection is still used as a major way of maintaining standards in schools.

Moreover, school curriculum is developed on the basis of activity analysis, which is the modification of job analysis advocated by Taylor.

2.3.4 Human Relations/Behavioral theory

The theory investigates human factor that affects productivity. Elton Mayo is considered to be the father of the human relation theory. The theory focuses on factors that influence human behavior in the workplace. The theory argues that increase in workers' productivity is primarily determined by what's in workplace receives. Human relations emphasize that the productivity of a worker is a product of

psychological and social psychological influences. Therefore, productivity, efficiency and effectiveness are social not simply mechanical issues.

2.3.4.1 Influence of Human Relations and Behavioral Science in Educational Administration

The major influence of human relations and behavioral science was that administrators in education pay attention to teachers' security make teachers to have a comfortable life, pleasant working conditions, a sense of belonging, receive fair treatment, feel important, be part of policy formulation and maintain self-respect. Administrators' create conditions that will enhance the satisfaction of the individual so as to enhance school productivity (performance).

2.4 Factors Affecting Academic Performance

Factors which operate to produce students' learning environment are categorized by school, family or community levels. Buchmann and Hannum (2001). School environment influences learning through instruction, parents influence learning through involvement in provision of students' necessities and academic activities, lastly, community involvement in schools' development such as construction of buildings (Khan, I. M., 2012) and (Noble, J. P.,2006).

2.5 Empirical Studies

Several studies have been done on factors affecting students' academic performance. Evidence on perusal of the earliest studies from the rest of Africa/Global, Africa and Tanzania show how different learning conditions affect students' academic performance.

2.5.1 Studies at/Global Level

Farooq (2011) conducted the study concerning factors affecting students' quality of academic performance. A case of secondary schools in Tanzania, the results revealed that socio-economic status and parents' education have a significant effect on students' overall academic achievement.

Results of studies concerning family background and parental involvement in academic activities revealed that, family background and parental involvement in academic activities affect positively students' academic achievement. [Hafiz Muhammad Waqas Rafiq et al (2013), James McIntosh (2008).Patricia L. Hardre et al (2006), examined effect of theories of self-determination and achievement in educational performance in Lahore, Pakistan and found that students' motivation has a significant relationship with the students' academic performance.

Parental values on education, feedback, and self-sacrificing obedience, caring for parents, grade, and the mother's educational level has a positive correlation with the students' academic performance in Uganda (Roberts, G. A., 2007).

Hanes, (2008) noted that the level of socioeconomic status (SES) in Beverly elementary schools is the best indicator contributing towards the quality of students' achievement that is, student factors, family factors, school factors and peer factors have a positive correlation on students' academic performance.

Gillian Considine and Gianni Zappla (2001) noted in their study that socio-economic status as reflected by the level of parental education was a key predicator

of student academic achievement in Australia. Also, social and economic components of the socio-economic status equation have distinct and separate influences on educational outcomes.

2.5.2 Studies from Africa

Patrick Ogecha Nyagosia et al, (2013) studied the effect of the presence of instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home school relations and opportunity to learn on students' achievement in Kiambu and Nyeri counties, Kenya. They concluded that there was positive correlation between them.

Owoeye, Joseph Sunday (2010) et al conducted the study on school location and academic achievement in Ekiti state, Nigeria showed that school location has a significant effect on students' academic achievement; students in urban schools perform better than those students from rural schools.

Etsey, K. (2005) conducted the study on the effect of large class sizes, lack of supervision, irregular staff meetings, and school infrastructure and materials in Ghana on students' academic performance, the results revealed a significant relationship between the two variables. Gutfreund and Rosenberg (2012) made a research on factors affecting educational policy makers in Jerusalem, Israel results revealed that, teachers' skills, knowledge, views, and instructional methods affect educational policy makers.

Nelson O. et al, (2010) studied factors affecting student learning and achievement. Results showed that, the student him/herself, peers, teacher, school, curriculum, family, etc affect student's learning and achievement.

Another study by Anita Kosgei1et al, (2013) about the relationship between teachers' attributions characteristic and teaching methods and practices among secondary schools on academic performance showed that, there was a positive relationship between the two variables. Darling Hammond, L., (2000), did a research on the effect of classroom climate (CLR) and students' anxiety in learning. The results showed a positive relationship between the two variables.

The findings of Kasente DH (1996) in the study of process influencing gender differences in access to post-secondary institutions in Uganda, results showed that the girl student's workload in their homes had a detrimental influence on their academic performance, since their duties are daily affairs. Chukwudi, O.C (2013) observed academic performance of secondary school students-the effect of home environment in Nigeria, results indicated that parents with high educational background tend to motivate their children to have an interest in their academic work; this also enhances the performance of students in school.

The study of Oloo (2003) which investigated gender disparity in students' performance in day secondary schools in Migori-Nairobi, Kenya indicated that involvement in domestic chores of the girls affected their academic achievement negatively.

Yoloye (1999) examined continuous assessment in Ibadan, results revealed that continuous assessment is a method of evaluating the progress and achievement of students in education Institutions, that means continuous assessment used to predict future students' performance in the final examination and work or in a future job.

Onuka (2005) investigated the feedback as a poor performance remediation in Nigeria, the results showed that Continuous assessment if consistently applied in the school system, it would result in an enhanced performance of students and course of the teachers as both of these groups would strive to perform better.

Miheso (2012) examined the factors affecting Mathematics performance among secondary schools in Nairobi, Kenya and concluded that standard learning environments improves syllabus coverage ,that is, the lower the ratio, for example, book-student ratio 1:1 is better than 1:5,1:6, …which lowers the syllabus coverage, thus affects students' achievement in examinations.

Nambuya (2013) investigated the school based factors influencing students' academic performance at Kenya certificate of secondary education in Teso, South district. Results revealed that physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination. A school that has adequate instructional materials is likely to post better quality grades than school which has poor quality physical resources.

Mucai, E.Wanjiku (2013) investigated the availability and utilization of educational resources in influencing students' performance in secondary schools in Mbeere

south, Embu county, Kenya the study revealed that, educational resources (human, material, physical, and financial resources) are very important in teaching-learning and achievement of objectives and goals, thus availability and effective utilization in turn have contributed to poor students' performance.

2.5.3 Studies from Tanzania

Mlozi (2013) examined the effect of teaching-learning materials and Instructional Language (Kiswahili and English) on students' academic performance on Community and Government Built Secondary Schools in Tanzania. Results revealed that, the presence of teaching-learning materials and proper use of Instructional language resulted into better students' academic performance.

Komba (2013) conducted a study on factors affecting academic performance of ward secondary schools and it was found that, teacher-student ratio, Class size, Teaching - learning environments, Teaching and Learning materials, libraries and laboratories, community communication, and attendance in classes affect academic performance of ward secondary schools in Moshi district and Moshi municipality,Tanzania.

Laddunuri(2013) studied on Status of School Education in Present Tanzania and Emerging Issues with emphasis on assessment of factors responsible for the present education system in Tanzania, the study showed that, factors responsible for the student's failure in their form four examinations in Arusha were; lack of trained teachers, poor infrastructural facilities in schools, and insufficient books in the schools' library.

Neema (2010) conducted a study on the influence of the language of instruction on students' academic performance in secondary schools: A comparative study of urban and rural schools in Arusha, Tanzania. She found that, the main problems of the language of instruction for both teachers and students lead to low participation of students in class activities and students not understanding the phrasing and vocabularies used in examination questions. Thus, there is a positive correlation between the instructional language used in secondary schools and students' academic performance.

2.6 Research Gap

Previously, a lot of researches published and unpublished, had been done on this topic focusing on factors affecting students' performance at Global, Africa and Tanzania; but they were not in detail and not specific to Wanging'ombe District, Tanzania. This study differs from previous studies under aspects of School environment, research methods, population sample, area of study, research type and study time. It is the aim of this study, therefore, analyse in depth factors which are responsible for the decrease in academic performance from 2007 to 2014 in Wanging'ombe District and at national level at large.

2.7 Conceptual Framework for Factors affecting Students' Performance

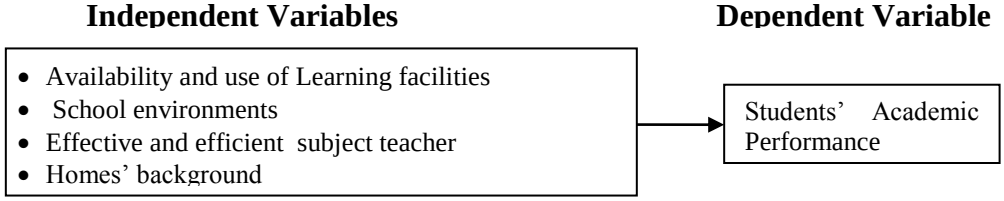

Figure 2. 1: Conceptual Framework

Source: The Researcher Design

2.7.1 Explanation of the Conceptual Framework

It is perceived that academic performance, which is the rate at which students' passes in their final examinations (CSEE) is influenced by a number of explanatory variables;

i) Availability and use of learning facilities significantly correlates with students' academic performance. Learning resources such as models, maps and Instructional spaces (classrooms, Laboratories and Libraries, etc) aids more memory for students have an effect on students' academic performance.

ii) Homes' background includes parents' income and education, parental involvement in academic activities to attain the highest level of quality in academic success has an effect on students' performance.

iii) School Environment includes class size, book and furniture ratios, instruction time, attendance in lessons, affects students' academic performance.

iv) An effective and efficient subject teacher in different subjects taught in secondary schools has to perform the following roles effectively and efficiently; to cover the syllabi in time, Language used for Instruction should be English, provision of standard examinations.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises all methods and techniques used in the study to investigate the Influence of Home and School on Students' Academic Performance. In this study the following were discussed; The study area, Research paradigm, Research design, Target population, Sample size and Sampling techniques, Types and Methods of data collection, Data analysis, Validity, Reliability and Ethical values.

3.2 Study Area

The research was conducted in Wanging'ombe District, Tanzania. The researcher was close and familiar to access in movements among schools; ensured easy resource availability for successful completion of research within time. Wanging'ombe District lies between latitudes 8º.8' and 9º.8' South of the Equator and between longitudes 33º.5' and 35º.8' East of Greenwich and has a total surface area of 3,570 sq. kms which is about 14.3% of the total surface area of Njombe region. The area has been subdivided into four broad classes according to utilization; natural and forest plantations, arable land and areas for settlements where arable land covers 284,519 hectares and 194,391 hectares are cultivated annually Wanging'ombe District Survey Book (2012). It covers about 14.3 percent of the total surface area of the region. The boundaries include Iringa to the North West , Njombe District to the North, Mbeya region to the South-west and Makete to the South (Wanging'ombe survey book,2012).

3.2.1 Geographical Position

Wanging'ombe District lies between latitudes 8º.8' and 9º.8' South of the Equator and between longitudes 33º.5' and 35º.8' East of Greenwich and has a total surface area of 3,570 sq. kms (Wanging'ombe survey book, 2012).

3.2.2 Physical Features

Wanging'ombe District is generally dominated by Kipengere mountain ranges in the southern part. The district has been divided into two zones, the highlands and lowlands.

The highlands form the undulating topography with scattered mountains and plateaus at an altitude of above 1,800 meters above sea level and Lowlands' zone borders the Great Rift Valley that covers mostly Wanging'ombe division and the whole district lies between 1,000 and 2,000 metres above sea level (Wanging'ombe survey book, 2012).

3.2.3 Soils and Climate

Lowlands' zone is covered by gravel sandy soils and low rainfall. The area has good grasslands, experience warm and fairly dry weather conditions with moderate rainfall. Mean rainfalls range from 600 mm – 900 mm and temperatures ranging between 15ºC – 25ºC. In Highlands's zone the temperature is below 15^0 C and the amount of rainfall lies between 900 and 1,600mm per annum. Soils have high nutrient contents and are suitable for a wide range of food and cash crops and have the potential for profitable cultivation (Wanging'ombe survey book, 2012).

3.2.4 Population Size and Growth

According to 2012 Population and Housing Census the district had 161,816 people in 2012 and the Population growth rate is 6.5 %. Females account for 53.4 percent of the population or 86,389 persons (Wanging'ombe survey book, 2012).

3.2.5 Culture

Language group information includes bena, pangwa, kinga and bena manga which is the mixture of bena and kinga. Historically, it is believed that the origin of bena is Western Cameroon and the heartland is Mdandu. The Bena is basically farmers.

3.2.6 Main Economic Activities

In Highlands zone the main crops grown include maize, which are widely cultivated; bananas, garden peas (green peas), beans, wheat, sweet and Irish potatoes and temperate fruits such as avocado and apples. The zone is also suitable for livestock keeping including dairy cattle, pigs and goats. In Lowlands' zone, there are very rich soils suitable for agriculture. Crops grown in this zone include maize, beans, sweet potatoes, sunflower, groundnuts, garden and pigeon peas and fruits such as watermelons. Livestock keeping includes cattle, sheep, pigs and goats (Wanging'ombe survey book, 2012).

3.3 Research Paradigm

The paradigm of this research is interpretivism; where the researcher gives importance to the perceptions for the decline in performance and values to give justification of the research problem (Saunders et al, 2009). With the help of this

philosophy, the researcher intends to highlight the real facts and figures about the existing problem. In this research approach, the researcher used a small sample of the population and evaluated it in detail to understand the views of the sample as representative of the larger population (Saunders et al, 2009). In this research several factors were considered such as learning facilities, home background, highly qualified teachers and school environment. It allows the researcher to familiarize with the problem of the decline in pass rates and generate hypotheses to be tested by other researchers.

3.4 Research Design

The study employed a cross sectional study design. The cross sectional study design is opted because the design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation or problem. In this study it means finding out factors influencing academic performance of secondary education students in Wanging'ombe District, Tanzania and to obtain an overall picture as it stands at the time of the study. Also, the study design is comparatively cheap to undertake as it requires little time, manpower and money. It also provides useful data for simple statistic description and interpretation (Kothari, 2004).

3.5 Target Population

The target population for this study includes students, Heads of School, teachers and members from DSEO office in the selected secondary schools Wanging'ombe District Council. According to Wanging'ombe District database during the time of this study there were 34,446 students, 780 teachers and 10 members from DSEO

office. This makes the target population to be 35 236 people from which the sample size was drawn.

3.5 Sample Size and Sampling Technique

3.5.1 Sample Size

For the purpose of this study the expected sample size was 300 respondents comprising 200 students, 60 teachers, 33 members from Focus Group Discussion, 4 Head of Schools and 3 members from DSEO group. Sample of adequate size was determined basing on precision rate and confidence interval. The mean of the true population was estimated within ±3 of the true mean within 99 percent confidence.

The following formula was used in sample size calculations.

$$n = \frac{z^2 N \sigma_p^2}{e^2(N-1) + \sigma_p^2 Z^2}$$

Where by:

Z= the value of the standard variate at a given confidence level (from table=2.57 at 99 percent confidence)

N=the population size (a total of 35236)

$\sigma_p = \frac{Population\ range}{6}$

Standard deviation of population=$\frac{35237-35236}{6}$ =0.20

Sample size=$\frac{0.20^2 x 35236 x 2.57^2}{0.03^2 x (35236-1)+0.20^2 x 2.57^2}$

Sample size=$\frac{9590.5811}{31.9836}$

Sample size= 299.85$\approx$ 300

3.5.2 Sampling Techniques

3.5.2.1 Simple Random Sampling

In this study simple random sampling was used to select school and then teachers and students included in the study. A total of 4 schools Igwachanya, Ilembula, Makoga and Wanging'ombe were selected randomly to constitute a sample. In Makoga secondary school a total of 71 respondents (teachers and students) was selected randomly to constitute a sample, in Wanging'ombe secondary school a total of 87 respondents (teachers and students) were selected randomly to constitute a sample, in Ilembula secondary school a total of 67 respondents (teachers and students) were selected randomly to constitute a sample and in Igwachanya secondary school a sample of 72 respondents (teachers and students) was selected randomly.

Simple random sampling was a method of sample selection which gives each possible combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample (Kothari, 2014)

3.5.2.2 Purposive Sampling

In this study, purposive sampling was used to select 3 members from DSEO office and 4 Head of Schools to explore additional information concerning factors affecting student's academic performance. Purposive sampling method involves deliberate selection of particular units of the universe for constituting a sample which represents' a universe (Kothari, 2016).

3.6 Types of Data and Their Sources

For the purpose of the study, the researcher used both primary and secondary data. Primary data refers to these data collected for the first time in order to solve the problem at hand. The study utilized data obtained from teachers, education officers and students from Wanging'ombe District.

Secondary data refer to those data collected by someone else or for a purpose other than the current one (Kothari, 2004). In this study secondary data such as past academic records on selected schools was collected through reviewing various sources such as journals, books, reports, and research publications.

3.7 Methods of Data Collection

This section presents the techniques that were used to collect data. The methodology and procedure for data collection that was intended to be employed in the field was based on both qualitative and quantitative methodologies within a framework of a cross sectional study design approach. Questionnaire, interviews, observation, focus group discussions and review of secondary data, was done accordingly.

3.7.1 Primary Data

Before conducting the research the preliminary visit of the study area was done in order to understand the characteristics of the people. The questionnaires were constructed reflecting cultural and language aspects of the respondents. The main research has executed with the help of the local authorities which were an important part of the unit of inquiry. The structured questionnaire was filled by the respondents.

3.7.1.1 Questionnaire Techniques

A questionnaire is a series of questions asked to individuals to obtain useful information about a given topic (Saunders et al, 2009). It is a communication method of designing questionnaires to collect the requisite information and is the list of questions framed to get the facts.

In this technique data was collected by providing questions with alternative answers distributed to the intended respondents. Questionnaires were administered to students, teachers and DSEOs. Both open-ended and closed-ended questionnaire was used so as to simplify data analysis and proper conclusion. The questionnaires were used to collect information on variables such as availability and use of teaching learning materials, efficient and effective subject teachers, homes background and school environments which were the factors affecting students' academic performance.

3.7.1.2 Focus Group Discussions [FGDS]

A focus group is a form of qualitative research in which a group of people is asked about their perceptions, opinions, beliefs, and attitudes towards student academic performance (Lindlof and Taylor, 2002). An interview guide was designed to capture information from the group members of the discussion group. There were four groups; one from each selected school in Wanging'ombe District, the groups constituted 6-10 persons included students and teachers. The study considered both sex Female and Male and age composition of; less than18 years,18 - 25 years, 26 - 35 years, 36 - 45 years, 46 - 55 years, above 55 and was selected purposively. Each

group was composed of female and male, young and elders.

3.7.1.3 In-Depth Personal Interview

Open ended questions were used to get as many details as possible from informants. Informants expected to express their thoughts more freely, District secondary education officer, teachers, students, focus group discussions and Head of schools expected to answer questions under the title The Influence of Home and School on Students' Academic Performance (CSEE) for the period 2007 – 2014.

3.7.1.4 Observation

Observations enabled the researcher to describe existing situations using the five senses providing a "written photograph" of the situation under study, checks nonverbal expression of feelings (Schmuck, 1997). The researcher learnt about the activities of the students and teachers in the natural setting through observing teaching and learning activities.

3.7.2 Secondary Data

Secondary data consists of information that has been collected for other purposes than the research of this study. Secondary data may have been stored permanent or long-term preservation on grounds of their continuing cultural, historical, or evidentiary value. Secondary data might be information that has been published or unpublished and almost always unique, unlike books or magazines for which many identical copies exist (Kothari, 2004). Secondary data that was collected includes trends of performance of the selected schools in National Examinations (2007-2014)

in Wanging'ombe, Ilembula, Igwachanya and Makoga, parent's occupation and education level from students admission book and the results of form two up to four in annual examinations in each school for the year 2015.

3.7.2.1 Documentary Review

Review of documentaries formed part of the secondary data source that has accumulated over the course of an individual or related study in question. Secondary data included the number of students, number of teachers and their respective qualifications, Form four results [NECTA] for years 2004-2014, data relating to infrastructures, learning materials and school environments.

3.8 Data Analysis

Data processing and analysis started in the field, with checking, for completeness of the data and performing quality control checks, while sorting the data by instrument used and by group of informants. The analysis was done from the time of data collection considering the objective of the research study as well as the tools developed to meet the specific objectives (Gujarati, D. N. , 2004- 4th edition). The data was qualitative because the study produced non-numerical data to generate useful information and get an insight of the problem at hand, for example verbal responses and attitudes. The analysis of data was done by the use of SPSS version 17 package with the support of STATA. The Personal interview was used for District Secondary Education Officer and Head of Schools focus, Interview guides from Focus- Group discussion and structured questions for Teachers. Research questions proved the performance of students in secondary schools.

3.9 Validity

Validity is the extent to which a test measures what it claims to measure. The validity of the study is that, the data collected represents the true representatives of the intended population. The validity of the study, therefore, was attained by the good and systematic process of collecting data from the respondents being sampled (Gronlund, N., 1985). A pilot study preceded the main research to pre-test the study Instruments. Piloting was done using test-retest method after writing the questionnaires and before starting the actual data collection. One school which had not been included in the study was selected through simple random sampling procedure. A total of 5 form four students, 3 form three students, 3 form two students and 5 teachers were used for piloting. Pre- testing was done to enable the researcher modify, restructure and eliminate any ambiguous items. The instruments were pre-tested at Saja Secondary School in Wanging'ombe district, Tanzania. Piloting was done with the sole purpose of detecting any weakness and find out if the questionnaires were clear to the respondents. Problems and any unclear Research questions that arose during the pre-testing were sorted out by reframing the questions. This helped the researcher to establish the validity and the reliability of research instruments.

3.10 Reliability

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is

considered to be reliable. The respondents were selected and consulted through the office of Wanging'ombe District. Reliability depends on data collection method.

3.11 Ethical Issues

There are many ethical issues to be taken into serious consideration for research. The confidentiality of those participating in the observation must be carried out, keeping their secrecy and privacy secured (Shaw et al, 2009). Moreover, participants were allowed to ask questions and participate fully and freely without any coercion promises of benefit.

The Open University of Tanzania provided the researcher with a research permit. Permission was granted by the Wanging'ombe District,Tanzania so as to collect data. In the field during data collection, participants were informed that their involvement was voluntary at all times and they received a thorough explanation beforehand of the benefits involved with their participation in the research. In order to ensure privacy of respondents' personal information such as names was not coded. The respondents were informed about confidentiality by a written statement that; information provided would only be for the academic purposes and not otherwise. No coercion was used to induce individuals to participate in the research project.

CHAPTER FOUR

4.0 STUDY FINDINGS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The main objective of the study was to investigate the Influence of Home and School on students' academic Performance from 2007 to 2014 (CSEE) in Wanging'ombe District, Tanzania.

The specific objectives were, to analyze the effect of availability and use of learning facilities on students' academic performance; to investigate the effect of effective and efficient subject teachers on students' academic performance; to determine the effect of homes' background on students' academic performance and to examine the effect of school environments on students' academic performance. The sample characteristics of respondents are presented first followed by the section of descriptive presentation of data in which an overall picture on the trends of performance of students for CSEE has been presented. This is followed by a presentation of factors affecting students' academic performance in Wanging'ombe District.

4.2 Respondents' Demographic Characteristics

The study interviewed 300 respondents out of which 200 of them were students from four selected secondary schools, 60 were teachers from four selected secondary schools, four were Heads of School (HOS), three were members of DSEO Office and 33 were Focus Group Discussion participants. The response was 100% of the targeted sample size. Respondents came from four Community-built Secondary

Schools namely; Wanging'ombe, Ilembula, Igwachanya and Makoga in Wanging'ombe District in Njombe region. The demographic data sought in the study included the general profile of the study's respondents with regard to gender, age and professional qualification in order to involve respondents who understand the real situation in their schools regarding school based factors influencing students' academic performance.

Of the 200 students, 90 (45%) were male students and the remaining 110 (55%) were females. A fifth of the students, 40(20%) were in Form 2; while more than a third 70 (35%) were in Form 3. The remaining 90 (45%) were in Form 4. About half, 104 (52%) of the student respondents were aged between 15 and 20 years, while the remaining 96 (48%) were between 21 and 25 years. These were adults and could express the real situation.

Of the 60 teachers, 40 (66.7%) of them were male and 20 (33.3%) of them were female. With regard to their academic qualifications, 19 (31.9%) were diploma holders and over half, 41 (68.1%) had a first degree level of education. These could be expected to possess enough knowledge of their respective subject matter and hence, teach effectively. All the teachers were above 25 years of age. Of the 33 Focus Group participants, 8 (25%) were females and the remaining 25 (75%) were males (Table 4.2).

The data revealed that community-built secondary schools had more teachers with a first degree than diploma holders and more male teachers than female. This could be attributed to the fact that, in the past few girls got enrolled in schools due to the

norms and traditions. This has caused few females in various jobs in the public sector. Also, more female students than male students were enrolled which is due to the fact that currently, the government puts effort on correcting the imbalance in girl's enrollment in schools through the use of mass media, billboards and by using various rules and regulation. In addition, Table 4.2 shows that majority of the student respondents were aged between 15 and 20 years.

Table 4.1: Composition of the Population Sample

Respondents	**Number of Students**			**Teachers**	**FGDS**	**HOS**	**DSEO**	**Totals**
	F.2	F.3	F.4					
Wanging'ombe	14	21	28	15	8	1		**87**
Ilembula	12	15	21	12	6	1		**67**
Igwachanya	6	20	18	17	10	1		**72**
Makoga	8	14	23	16	9	1		**71**
DSEO							3	**3**
Totals	**40**	**70**	**90**	**60**	**33**	**4**	**3**	**300**

Source: The research findings (2016) [N=300]

Table 4.2: Socio-Economic Characteristics of Respondents

Variable	**The Government Built Secondary Schools**		
Sex	DSEO	Female	2 (66.7%)
		Male	1(33.3%)
	HOS	Female	1(25%)
		Male	3(75%)
	Teachers	Female	20(33.3%)
		Male	40(66.7%)
	FGDs	Female	8(25%)
		Male	25(75%)
	Students	Female	110(55%)
		Male	90(45%)
Age		15-20 years	104 (34.6%)
		21-25 years	96 (32%)
		>25 years	100 (33.4%)
Teachers' education level		Diploma	19 (31. 9%)
		Degree	41 (68.1%)
Students		Form 2	40 (20%)
		Form 3	70 (35%)
		Form 4	90 (45%)

Source: Research findings (2016) **(N=300)**

4.3 Trend of Performance in CSEE of the Selected Secondary Schools in Wanging'ombe District, Tanzania

The trend of the performance of the selected secondary schools (Wanging'ombe, Ilembula, Makoga and Igwachanya) indicated that from the year 2007 to the year 2014 the percent of students scoring Division I - III declined from 26 percent in 2007 up to 5 percent in 2012. Then, it started to increase in 2013 to 2014 on average. Also the trend of performance scoring division IV-0 from the year 2007 increased from 74 percent to 95 percent in 2012, then it started to decrease from 87.2 percent in the year 2013 to 72 percent in the year 2014. It has been observed that the variability in the performance of those selected schools was caused by certain factors. The factors examined include availability and use of learning facilities, effective and efficient subject teachers, homes background and school environments.

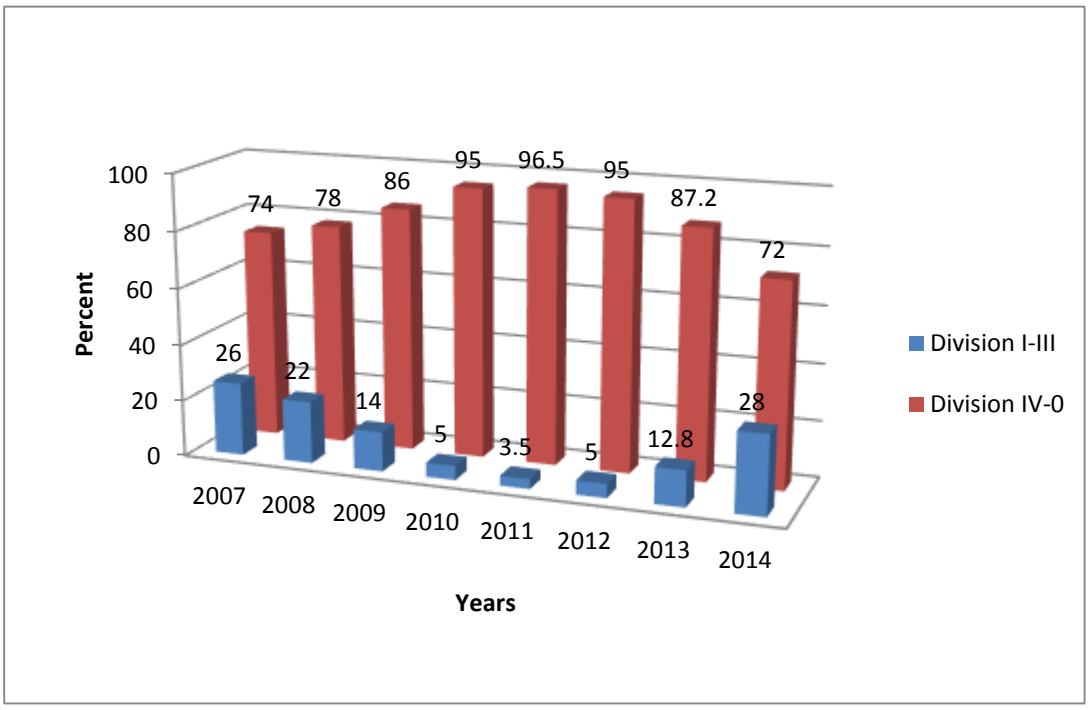

Figure 4.1: Trends of Performance of the Selected School in CSEE

Source: Research Findings (2016)

4.4 Trends of Performance of the Selected Schools in their Annual Examinations 2015

4.4.1 Trends of Performance of Ilembula Secondary School in Annual Examinations

Table 4.3 indicates the Annual examination results for Form II, III and IV. The results show that only a small proportion of Form II students 21(18.8%) scored grade A to C while the majority 91(81.2%) performed poorly (unsatisfactorily), Form III performance shows that majority of students 74(80.4%) performed poorly while only 18(19.6%) students scored grade A to C. Form IV performance indicates that 31(52.6%) performed satisfactorily scoring grade A to C while 28(47.4%) scored unsatisfactorily. Generally, performance of students of Ilembula secondary school was unsatisfactory, only 70 (26.6%) students scored grade A to C while the majority of students 213(73.4%) scored grade D and F.

Table 4.3: Ilembula Secondary School Form II-IV Annual Examination Results

Results range (%)	Grade	Form II	Percent	Form III	Percent	Form IV	Percent	Total	Percent
81-100	A	0	0%	0	0%	0	0%	0	0
61-80	B	0	0%	2	2.2%	6	10.2%	8	3%
41-60	C	21	18.8%	16	17.4%	25	42.4%	62	23.6%
21-40	D	80	71.4%	52	56.5%	27	45.8%	159	60.5%
0-20	F	11	9.8%	22	23.9%	1	1.6%	34	12.9%
Total		112	100%	92	100%	59	100%	263	100%

Source: Research Findings (2016)

4.4.2 Trends of Performance of Igwachanya Secondary School in Annual Examinations

Table 4.4 indicates the Annual examination results for Form II, III and IV of Igwachanya secondary school. Generally, performance of students of Igwachanya

secondary school was unsatisfactory; only 66 (21.2%) students scored grade A to C while the majority of students 244(78.8%) scored grade D and F.

Table 4.4: Igwachanya Secondary School form II-IV Annual Examination Results

Results range (%)	Grade	Form II	Percent	Form III	Percent	Form IV	Percent	Total	Percent
81-100	A	0	0%	0	0%	0	0%	0	0%
61-80	B	4	4%	1	0.8%	3	3.7%	8	2.5%
41-60	C	20	19.8%	13	10.2%	25	30.9%	58	18.7%
21-40	D	66	65.3%	85	66.4%	29	35.8%	180	58.1%
0-20	F	11	10.9%	29	22.6%	24	29.6%	64	20.7%
Total		101	100%	128	100%	81	100%	310	100%

Source: Research Findings (2016)

4.4.3 Trends of Performance of Makoga Secondary School in Annual Examinations

Table 4.5 indicates the Annual examination results for Form II, III and IV of Makoga secondary school. Generally, performance of students of Makoga secondary school was unsatisfactory, only 31 (15%) students scored grade A to C while the majority of students 175(85%) scored grade D and F.

Table 4. 5: Makoga Secondary School form II-IV Annual Examinations Results

Results range (%)	Grade	Form II	Percent	Form III	Percent	Form IV	Percent	Total	Percent
81-100	A	0	0%	0	0%	0	0%	0	0
61-80	B	1	0.8%	1	2.1%	2	4.9%	4	1.9%
41-60	C	19	16.1%	2	4.3%	6	14.6%	27	13.1%
21-40	D	43	36.4%	36	76.6%	28	68.3%	107	51.9%
0-20	F	55	46.7%	8	17%	5	12.2%	68	33.1%
Total		118	100%	47	100%	41	100%	206	100%

Source: Research Findings (2016)

4.4.4 Trends of Performance of Wanging'ombe Secondary School in Annual Examinations

Table 4.6 indicates the Annual examination results for Form II, III and IV at Wanging'ombe secondary school. The results show that only a small proportion of students performed well. Generally, performance of students of Wanging'ombe secondary school was unsatisfactory, as only 71 (26%) students scored grade A to C while the majority of students 202(74%) scored grade D and F.

Table 4.6: Wanging'ombe Secondary School Form II-IV Annual Examination Results

Results range (%)	Grade	Form II	Percent	Form III	Percent	Form IV	Percent	Total	Percent
81-100	A	0	0%	0	0%	0	0%	0	0%
61-80	B	3	2.8%	4	4.0%	2	3.0%	9	3.3%
41-60	C	20	18.7%	31	31.3%	11	16.4%	62	22.7%
21-40	D	73	68.2%	59	59.6%	38	56.7%	170	62.3%
0-20	F	11	10.3%	5	5.1%	16	23.9%	32	11.7%
Total		118	100%	99	100%	67	100%	273	100%

Source: Research Findings (2016)

4.5 Availability and use of Learning Facilities (N=300)

4.5.1 Availability and use of Learning and Teaching Materials

Responses to the availability of teaching and learning materials are presented in Table 4.7. The availability of teaching and learning materials referred to textbooks, chemicals, laboratory equipment's, models, wall charts and other learning materials. The study findings showed that most respondents (DSEO, HOS, teachers, FGD and students) responded that teaching and learning materials were not enough.

The results imply that teaching and learning process was not achieved satisfactorily due to inadequacy of availability and use of learning facilities and hence students' performance was affected negatively.

Table 4.7: Availability and Use of Learning and Teaching Materials (N=300)

Variable	**Respondents**	**The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200)**		
		Enough		**Not enough**
Textbook		DSEO	0 (0.0%)	3 (100%)
		HOS	0 (0.0%)	4 (100%)
		Teachers	1 (1.7%)	59 (98.3%)
		FGD	2 (6.1%)	31 (93.9%)
		Students	3 (1.5%)	197 (98.5%)
		Average	1.86%	98.14%
Reference book		DSEO	0 (0.0%)	3 (100%)
		HOS	0 (0.0%)	4 (100%)
		Teachers	0 (0.0%)	60 (100%)
		FGD	1 (3.1%)	32 (96.9%)
		Students	19 (0.95%)	181 (99.05%)
		Average	0.81%	99.19%
Chemicals		DSEO	0 (0.0%)	3 (100%)
		HOS	0 (0.0%)	4 (100%)
		Teachers	0 (0.0%)	60 (100%)
		FGD	2 (6.1%)	31 (93.9%)
		Students	1 (0.5%)	199 (99.5%)
		Average	1.32%	98.68%
Laboratory equipments		DSEO	0 (0.0%)	3 (100%)
		HOS	0 (0.0%)	4 (100%)
		Teachers	0 (0.0%)	4 (100%)
		FGD	3 (9.1%)	30 (90.9%)
		Students	1 (0.5%)	199 (99.5%)
		Average	1.92%	98.08%
Models, Wall charts and Other Teaching, Learning Materials		DSEO	0 (0.0%)	3 (100%)
		HOS	0 (0.0%)	4 (100%)
		Teachers	1 (1.7%)	59 (98.3%)
		FGD	2 (6.1%)	31 (93.9%
		Students	2 (1%)	198 (99%)
		Average	1.76%	98.24%

Source: Research findings (2016)

The findings are consistent with Mlozi (2013) who pointed out that teaching-learning materials and Instructional Language (Kiswahili and English) affect students' academic achievement in Tanzania. These findings are also consistent with the scientific management theory which asserts that at varying levels, schools should be supplied with detailed syllabuses, materials and equipment's as incentives for school performance.

4.5.1.1 Actual availability of Teaching Learning Materials versus Student's Performance in Annual Examinations for Form II-IV in each School

Table 4.8 indicates Annual examination results for Form II, III and IV and textbook deficit for four sampled schools namely Wanging'ombe, Ilembula, Igwachanya and Makoga. Availability and use of learning materials in all schools was not adequate since each school had deficit in textbooks and learning facilities which led to unsatisfactory performance as illustrated in Table 4.8.

Textbooks deficit impose hardship in the teaching learning process due to the fact that students cannot acquire additional information on the topic taught, it will be difficult for students to do exercises and conducting discussions timely. All these led to poor academic performance as evidenced by few students who got A_s and B_s in Annual examinations in all schools. Thus, inadequate availability of teaching learning materials contributed to poor academic performance in the selected schools.

Table 4.8: School Annual Examinations Results (N=4) Versus Textbook Deficit

Scores (%)	Ilembula Results	Percent for Ilembula Student Result Scores	Igwachanya Results	Percent for Igwachanya Students Results Scores	Makoga Results	Percent for Makoga Students Results	Wanging'ombe Results	Percents for Wanging'ombe Students Results
81-100	0	0	0	0	0	0	0	0
61-80	8	3	8	2.5	4	1.9	9	3.3
41-60	62	23.6	58	18.7	27	13.1	62	22.7
21-40	159	60.5	180	58.1	107	51.9	170	62.3
0-20	34	12.9	64	20.7	68	33	32	11.7
Total Number of Students	263	100	310	100	206		273	100
Textbooks Deficit for Form II-IV	1500		1290		147		1158	

Source: Research Findings (2016)

4.5.2 Adequacy of School Facilities (Infrastructures)

Respondents were asked about the adequacy of school facilities (shown in Appendix 5). This study considered classrooms, laboratory, library, toilets, and dormitory, kitchen for student's food and desks and chairs. Findings revealed that a large number of respondents claimed that classrooms were not adequate in their schools. Also, majority of respondents claimed that laboratories in their schools were not adequate while minority claimed otherwise. However, a significant percent of respondents (98.08%) claimed that laboratory equipments were not adequate. Similarly, most of respondents claimed that school libraries were not adequate and only very few claimed that the libraries were adequate.

In contrast, the majority claimed that toilets were adequate and only very few claimed otherwise. Nonetheless, a large percent of respondents claimed that the dormitories were not adequate while few claimed otherwise. In addition, a large percent of respondents of respondents had the view that the kitchen for student's food preparation was adequate while an insignificant proportion of them perceived otherwise. Lastly, a large percent of respondents held the view that desks and chairs were adequate while few of them claimed otherwise. Therefore, on average, large number of respondents perceived that school facilities were not adequate. This could adversely affect the academic performance of students. A school that has adequate instructional materials is likely to attain better quality performance than a school which has poor quality physical resources. No wonder, their academic performance was unsatisfactory.

These findings are consistent to Nambuya (2013) that physical materials in terms of adequacy and quality have a great impact on the performance of students in the examination. Mucai (2013) asserts that educational resources (human, material, physical, and financial resources) are very important in teaching-learning and achievement of objectives of lessons.

4.5.2.1 Actual School Facilities deficit versus School Academic Performance

4.5.1.2 Ilembula School Facilities deficit versus Students' Academic Performance

Table 4.9 indicates Annual examination results for Form II, III and IV and Infrastructure deficit. . Inadequacy in infrastructure leads to independence in doing tests and examinations, limits the use of competence based method, difficult in evaluation of lessons. All these led to poor academic performance as evidenced by lack of students who got A_s and B_s in the Annual Examinations in all schools. Thus, inadequate infrastructure contributed to unsatisfactory students' performance.

Table 4.9: Ilembula Secondary School Facility deficit versus Form two up to Four Annual Examination Result Performance

School name	School facilities	Deficit	Results Scores (%)	Results Score Frequency	Percentage (%)
Ilembula	Classroom	3	81-100	0	0
	Laboratory	3	61-80	8	3
	Administration Block	1	41-60	62	23.6
	Library	1	21-40	159	60.5
	Teachers house	17	0-20	34	12.9
	Stores	1			
	Hostel	13			
	Toilets	24			
	Dining hall	1			

Source: Research Findings (2016)

4.5.1.3 Igwachanya School Facilities deficit versus Students' Academic Performance

Table 4.10 indicates that Annual Examination Results for Form II, III and IV and Infrastructure deficit at Igwachanya secondary school. Inadequacy in infrastructure leads to independence in doing tests and examinations, limits the use of competence based method, difficult in evaluation of lessons. All these led to poor academic performance as evidenced by lack of students who got A_s and B_s in Annual examinations to all schools. Thus, inadequate infrastructure contributed to unsatisfactory students' performance.

Table 4. 10: Igwachanya Secondary School Facility Deficit versus Form Two Up to Four Annual Examination Result Performance

School Name	School Facilities	Deficit	Results Scores	Results Score Frequency	Percent
Igwachanya	Classroom	3	81-100	0	0
	Laboratory	0	61-80	8	2.5
	Administration block	1	41-60	58	18.7
	Library	1	21-40	180	58.1
	Teachers house	22	0-20	64	20.7
	Stores	2			
	Hostel	3			
	Toilets	0			
	Dining hall	1			

Source: Research Findings (2016)

4.5.1.4 Makoga School Facilities deficit versus School Academic Performance

Table 4.11 indicates Annual examination results for Form II, III and IV and Infrastructure deficit. . Inadequacy in infrastructure leads to independence in doing

tests and examinations, limits the use of competence based method, difficult in evaluation of lessons. All these led to poor academic performance as already indicated earlier.

Table 4. 11: Makoga Secondary School Facility deficit versus Form Two up to Four Annual Examination Result Performance

School Name	School Facilities	Deficit	Results Scores	Results Score Frequency	Percent
Makoga	Classroom	8	81-100	0	0
	Laboratory	0	61-80	4	1.9
	Administration block	1	41-60	27	13.1
	Library	1	21-40	107	51.9
	Teachers house	10	0-20	68	33
	Stores	3			
	Hostel	8			
	Toilets	0			
	Dining hall	1			

Source: Research Findings (2016)

4.5.1.5 4Wanging'ombe School Facilities Deficit versus School Academic Performance

Table 4.12 indicates Annual examination results for Form II, III and IV and Infrastructure deficit for Wanging'ombe secondary school. Inadequacy in infrastructure leads to independence in doing tests and examinations, limits the use of competence based method, difficult in evaluation of lessons. All these led to poor academic performance as evidenced by lack of students who got As in the Annual examinations in all schools. Thus, inadequate in infrastructure contributed to unsatisfactory students' performance.

Table 4. 12: Wanging'ombe Secondary School Facility deficit versus Form two up to Four Annual Examination Result Performance

School name	School facilities	Deficit	Results Scores (%)	Results Score Frequency	Percent
Wanging'ombe	Classroom	6	81-100	0	0
	Laboratory	0	61-80	9	3.3
	Administration block	1	41-60	62	22.7
	Library	1	21-40	170	62.3
	Teachers house	25	0-20	32	11.7
	Stores	2			
	Hostel	2			
	Toilets	15			
	Dining hall	1			

Source: Research Findings (2016)

Generally, all sampled schools (Wanging'ombe, Ilembula, Igwachanya and Makoga) availability and use of learning facilities were not adequate and the students' performance in the annual examination results was not satisfactory since the majority of students scored grade D and F. The deficit of classrooms led to large class size which poses difficulties for teachers to supervise students and making arrangements for instructional groups which pose hardship in teaching learning process.

Secondly, deficit in laboratory rooms and related equipments pose difficulties to students in relating theory and practical (physical verification) which leads to poor understanding of the topics especially in science subjects, hence poor performance.

Thirdly, deficit of administration blocks pose difficulties in teaching learning process causing difficulties for teachers in preparation of Schemes of work, lesson plans and lesson notes and organization of various school activities which require adequate space for both administrators and teachers. Fourthly, deficit in libraries made

teaching learning process difficult since teaching learning materials for both teachers and students were not adequate.

Also, deficit in teachers' house affected performance since teachers travelled long distances to reach schools which made them to delay coverage of syllabi on time as they arrive late in the classroom, also teachers could not deliver knowledge efficiently due to the tiredness by the they arrive at school. Furthermore, deficit in hostels made students to travel long distances before they arrived at respective schools and led to poor supervision of students by teachers, hence contributed poor academic performance. Thus, inadequacy of school facilities contributed to poor academic performance of students in their Terminal/Annual examinations.

4.6 Effective and Efficient Subject Teachers

Respondents were asked about effectiveness and efficiency of subject teachers taking into consideration five core subjects: Basic Mathematics, Civics, Geography, Biology and English. In this study, efficiency and effectiveness subject teachers referred to the willingness and ability of subject teachers to provide standard exercises after each period or lesson, weekly tests, monthly tests and tests after the end of each topic, using English language during lessons and coverage of syllabi in time. A total of 300 respondents responded to this question.

4.5.3 Provision of Standard Exercises, Tests and Examinations

Table 4.13 shows that a large number of respondents declared that provision of standard test and exercises after each period or lessons were not enough. For instance, most of respondents declared that provision of standard exercises, test and

examinations in basic mathematics were not enough. Moreover, very large number of respondents said that provision of standard exercises; test and examinations in civics were not enough. Similarly, large number of respondents declared that provision of standard exercises, test and examinations in Geography, Biology and English were not enough.

Table 4. 13: Provision of Standard Exercise, Tests and Examination

Core subject	**Respondents**	**The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200**	
		Enough	Not enough
Basic Mathematics	DSEO	1 (33.3%)	2 (66.7%)
	HOS	1 (25%)	3 (75%)
	Teachers	24 (40%)	36 (60%)
	FGD	7 (21.2%)	26 (78.8%)
	Students	25 (12.5%)	175 (87.5%)
	Average	26.4%	73.6%
Civics	DSEO	0 (0.00%)	3 (100%)
	HOS	0 (0.00%)	4 (100%)
	Teachers	20 (33.3%)	40 (66.7%)
	FGD	13 (39.4%)	20 (60.6%)
	Students	40 (20%)	160 (80%)
	Average	18.54%	81.46%
Geography	DSEO	1 (33.3%)	2 (66.7%)
	HOS	2 (50%)	2 (50%)
	Teachers	16 (26.7%)	44 (73.3%)
	FGD	12 (36.4%)	21 (63.9%)
	Students	35 (17.5%)	165 (82.5%)
	Average	32.78%	67.22%
Biology	DSEO	0 (0.0%)	3 (100%)
	HOS	1(25%)	3 (75%)
	Teachers	15 (25%)	45 (75%)
	FGD	18 (54.5%)	15 (45.5%)
	Students	10 (5%)	190 (95%)
	Average	21.9%	78.10%
English	DSEO	0 (0.00%)	3 (100%)
	HOS	0 (0.00%)	4 (100%)
	Teachers	25 (41.7%)	35 (58.3%)
	FGD	16 (48.5%)	17 (51.5%)
	Students	65 (32.5%)	135 (67.5%)
	Average	24.54%	75.46%

Source: Research findings (2016)

Inadequate provision of standard exercises, test and examinations in various subjects could contribute to low performance since the students were not continuously evaluated well.

Onuka (2005) opined that if provision of continuous assessment consistently applied in the school system, it would result in an enhanced performance of students and of course for the teachers, as both of these groups would strive to perform better. The findings also concur with Yoloye (1999) means continuous assessment used to predict future students' performance in the final examination.

4.5.4 The Language used for Instruction

A total of 300 respondents responded to this question. Findings given in Table 4.14 revealed that a large percent of respondents confirmed that English is mixed with other languages in lesson teaching. When English is mixed with other languages during lessons cause students to fail to comprehend English phrasing and vocabularies during their private study and examinations because the language used in notes and examinations was purely English. The result show that during lessons teachers mixing English and other languages which reduce English vocabulary and hence limits the students' ability to understand and express in examination questions. Failing to answer questions in good English could lead to poor academic performance.

Discussions with teachers revealed that they were overloaded with many periods of science subjects than arts subjects. The average teaching load for Arts subjects was

10 periods per week and for Science subjects, 51 periods per week while standard teaching load is 30 periods per week.

Table 4. 14: Language used for Instruction

Core subject	Respondents	The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200	
		Yes (When only English language is used in lessons)	No (When English language is mixed with other language)
Basic Mathematics	DSEO	1 (33.3%)	2 (66.7%)
	HOS	0 (0.00%)	4 (100%)
	Teachers	14 (23.3%)	46 (76.7%)
	FGD	12 (36.4%)	21 (63.6%)
	Students	15 (7.5%)	185 (92.5%)
	Average	20.1%	79.9%
Civics	DSEO	0 (0.00%)	3 (100%)
	HOS	2 (50%)	2 (50%)
	Teachers	15 (25%)	45 (75%)
	FGD	20 (60.6%)	13 (39.4%)
	Students	28 (14%)	172 (86%)
	Average	29.92%	70.08%
Geography	DSEO	0 (0.00%)	3 (100%)
	HOS	0(0.00%)	4 (100%)
	Teachers	25(41.7%)	35 (58.3%)
	FGD	15 (45.5%)	18 (54.5%)
	Students	22 (11%)	178 (89%)
	Average	19.64%	80.36%
Biology	DSEO	0 (0.0%)	3 (100%)
	HOS	0(0.00%)	4 (100%)
	Teachers	10 (16.7%)	50 (83.3%)
	FGD	14 (42.4%)	19 (57.6%)
	Students	12 (6%)	188 (94%)
	Average	13.02%	89.98%
English	DSEO	1 (33.3%)	2 (66.7%)
	HOS	2 (50%)	2 (50%)
	Teachers	40 (66.7%)	20 (33.3%)
	FGD	20 (60.6%)	13 (39.4%)
	Students	98 (49%)	102 (51%)
	Average	51.92%	48.08%

Source: Research findings (2016)

The findings are consistent with those of Mlozi (2013) who pointed out that teaching-learning materials and Instructional Language (Kiswahili and English) affect students' academic achievement. It is also supported by the study by Neema (2010) who observed that the main problems of the language of instruction (LOI) for both teachers and students leads to low participation of students in class activities and students not understanding the phrasing and vocabularies used in examination questions.

4.5.5 Coverage of Syllabi on Time

Findings revealed that a large number of respondents confirmed that syllabi were not covered on time in various subjects (refer Table 4.15). This was more observable in Mathematics, Biology and Geography. One of the reasons as to why a syllabus was not covered in time was due to the shortage of teachers in science subjects. In Igwachanya secondary school teacher's shortage was 5, In Makoga secondary school shortage of teachers was 4, in Ilembula secondary school shortage of teachers was 5 and in Wanging'ombe secondary school shortage of teachers was 5. In all four schools the performance of form II to IV students in their examinations it has been found that; none of the out of 1052 students scored grade A, only 29 (3%) students scored grade B, 209 (20%) out of 1052 students scored grade C, 616 (59%) scored grade D and 198 (18%) out of 1052 students scored grade F. This implies that coverage of syllabi on time affect student's academic performance as some uncovered topics will lead to unanswered questions by students and hence unsatisfactory students' performance.

Table 4. 15: Coverage of Syllabi on Time

Core subject	Respondents	The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200	
		Covered in time (When all topics covered in time)	Not covered in time
Basic Mathematics	DSEO	0 (0.00%)	3 (100%)
	HOS	0 (0.00%)	4 (100%)
	Teachers	10 (16.7%)	50 (83.3%)
	FGD	17 (51.5%)	16 (48.5%)
	Students	55 (27.5%)	145 (72.5%)
	Average	19.14%	80.86%
Civics	DSEO	1 (33.3%)	2 (66.7%)
	HOS	1(25%)	3 (75%)
	Teachers	28 (46.7%)	32 (53.3%)
	FGD	16 (48.4%)	17 (51.6%)
	Students	30 (15%)	170 (85%)
	Average	33.68%	66.32%
Geography	DSEO	0 (0.00%)	3 (100%)
	HOS	2(50%)	2 (50%)
	Teachers	23(38.3%)	37 (61.7%)
	FGD	11 (33.3%)	22 (66.7%)
	Students	29 (14.5%)	171 (85.5%)
	Average	27.26%	72.74%
Biology	DSEO	0 (0.0%)	3 (100%)
	HOS	0(0.00%)	4 (100%)
	Teachers	27 (45%)	33 (55%)
	FGD	17 (51.5%)	16 (48.5%)
	Students	39 (19.5%)	161 (80.5%)
	Average	23.20%	76.80%
English	DSEO	1 (33.3%)	2 (66.7%)
	HOS	1 (25%)	3 (75%)
	Teachers	23 (38.3%)	37 (61.7%)
	FGD	16 (48.50%)	17 (51.5%)
	Students	47 (23.5%)	153 (76.5%)
	Average	33.72%	66.28%

Source: Research findings (2016)

The findings are consistent with that of Mlozi (2013) who found that, the presence of teaching-learning materials and proper use of Instructional language resulted into better students' academic performance. Miheso (2012) concluded from his study that the standard learning environments improves syllabus coverage. It has been established that book-student ratio, student-furniture ratio, student-teacher ratio of

1:1 improves the syllabus coverage while the increase in the ratio 1:3, 1:4 ….lowers down the syllabus coverage.

4.7 The relationship between Homes' Background and Students' Academic Performance

Respondents were asked if homes background affects student's academic performance. In this study homes background constituted parents' income or economic status, a parent's level of education, parent's involvement in academic activities provided by teachers for higher success, parent's activities at home and parents' local or traditional beliefs. A total of 300 respondents provided varied arguments on whether the students' home's background affects student academic performance. Findings from Table 4.16 revealed that a large percent of respondents (63.19%) believed that Homes' background affected students' academic performance. Firstly, just above of respondents declared that Parents' income affected students' academic performance. Secondly, just below one half of respondents declared that Parents' Level of Education affects students' academic performance. Thirdly, most of respondents declared that Parents' involvement in academic activities provided by subject teachers for higher success affects students' academic performance. Fourthly, a large number of respondents declared that; home'/parents' activities at home affect students' academic performance.

The findings of this study correlates with the findings of Gillian Considine and Gianni Zappala (2001) who concluded that socio-economic status as reflected by the level of parental education was a key predicator of students' academic achievement.

Table 4. 16: Homes' Background (N=300)

Variable	Respondents	The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200)	
		Affect Academic Performance	Do not affect Academic Performance
Parents' income/Economic status	DSEO	2(66.7%)	1 (33.3%)
	HOS	2 (50%)	2 (50%)
	Teachers	32 (53.3%)	28 (46.7%)
	FGD	18(54.5%)	15 (45.5%)
	Students	110 (55%)	90 (45%)
	Average	55.9%	41.1%
Parents' Level of Education	DSEO	1 (33.3%)	2(66.7%)
	HOS	2 (50%)	2 (50%)
	Teachers	33 (55%)	27 (45%)
	FGD	16 (48.5%)	17 (51.5%)
	Students	118 (59%)	82 (41%)
	Average	49.16%	50.84%
Parents' involvement in academic activities provided by subject teachers for higher success	DSEO	3 (100%)	0 (0.0%)
	HOS	4 (100%)	0 (0.0%)
	Teachers	53 (88.3%)	7 (11.7%)
	FGD	20(60.6%)	13 (39.4%)
	Students	160 (80%)	40 (20%)
	Average	85.78%	14.22%
Homes'/Parents' activities at home	DSEO	2 (66.7%)	1 (33.3%)
	HOS	3 (75%)	1(25%)
	Teachers	43 (71.7%)	17(28.3%)
	FGD	24(72.7%)	9 (27.3%)
	Students	188 (94%)	12 (6%)
	Average	76.02%	23.98%
Parents' local/traditional beliefs	DSEO	1 (33.3%)	2(66.7%)
	HOS	2 (50%)	2 (50%)
	Teachers	28(46.7%)	32 (53.3%)
	FGD	16 (48.5%)	17 (51.5%)
	Students	134 (67%)	66 (33%)
	Average	49.1%	50.1%

Source: Research findings (2016)

Also social and economic components of the socio-economic status equation have distinct and separate influences on education outcomes. (Magnuson, 2007) pointed out that siblings and peer groups influence at home and provision of modern

electrical gadgets at home like television, radios, home videos, computers and so on also promote the academic performance of the students.

4.8 Actual homes' Background versus Students' Academic Performance

Result from Table 4.17 indicates homes' background versus terminal/annual examination results of four schools namely; Ilembula, Makoga, Igwachanya and Wanging'ombe. Out of 1052 of students; just below one half of students have favorable homes background (where by parents of the students were employed in formal institutions and informal institutions (parents occupation) and had education level of at least standard seven (primary education)),

Table 4.17: School Academic Performance versus Student's Homes Background

Result scores (%)	Result score frequency	Percent	Favorable homes' background	Percent	Unfavorable homes' background	Percent	Total
81-100	0	0%	0	0%	0%	0%	0%
61-80	29	3%	19	66%	10	34%	100%
41-60	209	20%	183	88%	26	22%	100%
21-40	616	59%	200	32%	416	68%	100%
0-20	198	18%	25	13%	183	87%	100%
Total	1052	100%	427	41%	625	59%	100%

Source: Research Findings (2016)

Nonetheless, none scored A. 29 (100%) students who scored B, 19 (66%) had a favorable homes' background and 10 (34%) had unfavorable homes' background. Also, 209 (100%) students scored grade C; 183 (88%) of them had a favorable homes' background and 26 (22%) had unfavorable homes' background. Moreover, out of 616 students who scored grade D; 200 (32%) had favorable homes' background and 416 (68%) had unfavorable homes' background. In addition, out of

198 (100%) students who scored grade F: 25 (13%) had favorable homes' background and 183 (87%) had unfavorable homes' background.

From the elaborated results, it can be concluded that, most of the students who came from a favorable home environment, performed satisfactorily in their examinations. Unlike those with an unfavorable homes' background. This is due to the fact that a favorable homes' background positively affect the child's attitude towards school and eventually affect motivation for success in school work. In addition, family financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school which fosters academic performance.

4.9 The relationship between Learning Environment and Students' Academic Performance

Another factor which affects student's academic performance was learning environments. In this study learning environment includes; book students ratio 1:1, furniture students ratio 1:1 and class students ratio 1:40. Results from Table 4.18 indicates that: Learning environment ratios of students of Igwachanya secondary school were as follows; textbook student ratio was 1:2, furniture student ratio was 1:1 and classroom student ratio was 1:48. Performance indicated that none of the students scored grade A, 8 (2.5%) of students scored B, 58 (18.7%) of the students scored grade C, 180 (58.1%) of students scored grade D and 64 (20.7%) of students scored grade F. Also, standard learning environment ratios of Makoga secondary school was as follows; textbook student ratio 1:2, furniture student ratio 1:1 and

classroom student ratio 1:32. The performance indicated that; none of the students scored grade A, 4 (1.9%) of students scored B, 27 (13.1%) of the students scored grade C, 107 (51.9%) of students scored grade D and 68 (33%) of students scored grade F. Furthermore, standard learning environment ratios of Ilembula secondary school was as follows; textbook student ratio 1:3, furniture student ratio 1:2 and classroom student ratio 1:44 the performance indicated that; none of the students scored grade A, 8 (3%) of students scored B, 62 (23.6%) of the students scored grade C, 159 (60.5%) of students scored' grade D and 34 (12.9%) of students scored grade F. In addition, environment standard ratios of Wanging'ombe secondary school were as follows; textbook student ratio 1:3, furniture student ratio 1:2 and classroom student ratio 1:57. The performance indicated that; none of them scored grade A, 9 (3.3%) of them scored grade B, 62 (22.7%) of them scored grade C, 173 (62.3%) of them scored grade D and 32 (11.7%) of them scored grade F.

Standard environments have a greater effect on students' academic performance since all schools possessing inadequate environmental factors had unsatisfactory students' performance. Generally, all sampled schools none of them had a standard school environment. The standard school environment required should be; book student's ratio 1:1, furniture student ratio 1:1 and classroom student ratio 1:40. The performance in each school indicates that none of the students scored grade A few scored grades B and C while the majority of students scored grade D and F. If each school could had attained standard school environments; students' performance in their examinations could have improved since student book ratio 1:1 could facilitate the teaching -learning process for both teachers and students, students could do

exercises, perform group discussion and explore additional information on the topic taught which improve academic performance.

Also with a furniture student ratio of 1:1 enable comfortable environments for students during learning process. In addition, with a class size of 1:40 it could enable ideal supervision of students and instructional practices e.g. small group instructional arrangements which foster performance, hands on activities and one-on-one instructions. Hence supportive and favorable school environment could be enriched with enough learning facilities, and favorable climate makes students more comfortable, concentrated more on their academic activities leading to high students' academic performance.

Table 4. 18: School Environment versus Students' Academic Performance

School	Number of students	Average number of books per subject	Total number of furniture	Number of classrooms	Book student ratio	Furniture student ratio	Classroom student ratio
Igwachanya	530	330	506	11	1:2	1:1	1:48
Makoga	318	212	310	6	1:2	1:1	1:32
Ilembula	438	218	300	10	1:3	1:2	1:44
Wanging'ombe	620	274	210	11	1:3	1:2	1:57

Source: Research Findings (2016)

The findings show the relevance of the Maslow's Motivation Theory, which insists on the provision of students' needs in their hierarchical order for maximizing the effectiveness in daily academic activities in school. The theory has great impact on educational structure. In order to maximize on the effectiveness of school-wide and

individual classroom teaching programs, administrators and teachers must consider students' needs and their hierarchical order. The study confirms a study carried out by Squire (1991) who pointed out that teachers relying on textbooks improve the quality of education delivered to learners and hence improvements in instructional materials inevitably lead to changes in actual teaching. For many teachers, textbooks can provide an excellent and useful resource, without assuming the position of the teacher.

A Standard environment improves students' academic performance since the learners and teachers both need environments for knowledge dissemination and evaluation, sampled schools neither of schools had proper standard learning environment and had unsatisfactory students' academic performance showing a direct relationship between poor learning environments and unsatisfactory students' academic performance.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

5.1 Introduction

The purpose of this study was to investigate the influence of Home and School on students' academic Performance factors affecting student's academic performance in selected secondary schools in Wanging'ombe District, Tanzania. The study had four specific objectives which were to investigate the effect of availability and use of learning facilities on students' academic performance, to investigate the effect of effective and efficient subject teachers on students' academic performance, to investigate the effect of homes' background on students' academic performance and to investigate the effect of school environments on students' academic performance. This chapter presents a summary of the study, conclusions, policy implications and areas for further research.

5.2 Summary of Findings

The study explored the Influence of Home and School on Students' Academic Performance in Wanging'ombe District, Tanzania. The study investigated how availability and use of teaching learning facilities, effective and efficient subject teachers, homes background and school environments affect student academic performance. The study adopted a cross sectional study design in which questionnaires, observation, focus group discussion and documentary review were used to collect both primary and secondary data. Descriptive statistics were used to summarize information from the respondents.

Findings of this study revealed that teaching learning facilities were not enough, syllabi was not covered in time due to shortage of teachers, English language was mixed with other languages in the delivery of lessons. Inadequate provision of standard exercise, tests and examinations. Low parents' income, low parents' sensitivity in investing in education to their children, home parents' activities assigned to their children and low parents' involvements in academic activities provided by teachers and the school environments were not conducive for learning due to presence of high ratios of infrastructures. The performance of students in their annual examinations in sample schools (Wanging'ombe, Ilembula, Igwachanya and Makoga) was not good. A large percent of students 616 (59%) scored grade D, followed by 209 (20%) of students who scored grade C, then 198 (18%) of students who scored grade F and finally 29 (3%) of students who scored grade B.

Furthermore, the trend of CSEE performance of students from selected secondary schools indicated that percent of students scoring division I-III decreased from 26% in 2007 to 12.8% in 2013 and then increased to 28% in 2014. Also, the percentage of students who scored division IV- 0 increased from 74% during 2007 to 87.2% in 2013 then decreased to 72% in 2014.

It has been found out that the variation of performance in the selected schools was influenced by the factors explored. Therefore, availability and use of learning facilities, effective and efficient subject's teachers, homes' background and school environments affected student's academic performance.

5.3 Conclusions

Findings of this study revealed that there were not enough teaching learning facilities in the sample schools, the teachers were not effective and efficient in teaching and did not finish the syllabi on time. Moreover, they did not provide standard test after the end of each topic, exercise and examinations were not adequate. English was mixed with other languages during teaching thus affecting the comprehension of the language of instruction, and school environments were not conducive for learning.

Schools need learning and teaching facilities. The government and other non-government organizations should finance the education sector so as to ensure that school teaching and learning facilities are available, and teachers are motivated through training to ensure their effectiveness and efficiency in the teaching learning process.

5.4 Recommendations and Policy Implications

The study revealed that availability and use of teaching learning facilities affected students' academic performance. The sample schools were short of learning and teaching facilities. Therefore, government, Wanging'ombe District in collaboration with parents and other education stakeholders (CBE's and NGOs) should provide teaching learning materials to schools such as infrastructures, textbooks, reference books, chalks, chairs, desks and other basic needs required by a students. The government should maintain standards in teaching and learning process.

Also, the government should sensitize parents to invest in education since it is the

most effective way to stimulate productivity and eliminate ignorance, poverty, hunger and diseases in the society.

Finally, the Inspectorate department should perform its duties by conducting school inspections frequently as stipulated by The Ministry of Education, Science and Technology

5.5 Areas for Further Research

There is a need of conducting another study on other factors not investigated in this study which affect students' academic performance in secondary schools. Also, other researchers should investigate factors responsible for academic performance in other areas. This may allow in turn comparison of the results of studies in various parts of the country.

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APPENDICES

APPENDIX 1: POSTGRADUATE STUDENTS ACADEMIC PROGRESS REPORT FORM

PERIOD COVERED:

FROM....**February…..to…..August 2015.**.....… (DATE)

A: CANDIDATE'S PARTICULARS

1. Name of Candidate……. **William Shauritanga Ugulumu**
2. Registration No... **HD/E/003/T.10**
3. Address: ...**Tosamaganga S.S, Box 569, Iringa**
4. Degree/ Proposed**: Masters of Education in Administration, Planning and Policy Studies [MEDAPPS]**
5. Nature of Program: By Thesis OR Coursework and Dissertation

   ..... Coursework and Dissertation…….
6. **Research Topic:** The Influence of Home and School on Students' Academic Performance [CSEE] A Case of Wanging'ombe District, Tanzania
7. Department, Institute and Faculty..... **Administration, Planning and Policy Studies: Faculty of Education**

B: SECTION TO BE COMPLETED BY A CANDIDATE

I have done the following for my Dissertation/~~Thesis~~

Nothing about……-……..

A Third…….-…….

Half Way…… YES……..

Nearly Completed a research proposal……YES……

Completed……YES……..

Literature Review……YES……..

Designing of Methodology…… YES ……..

Getting Supplies for Study……YES……..

Data Analysis……YES……..

Writing of Dissertation……YES……..

Submission……YES…….

SECTION TO BE COMPLETED BY SUPERVISOR

1. (a)…Dr Susan Rugano Gwalema……

   b)……....

   c)……

When did you last meet with the candidate? .....AUGUST 2015.....

How often have you met the candidate during past 6 months? EVERY MONTH.....

If you have not met, comment on the reasons .....…NA……...

2. When did you begin supervising the candidate?

Date..... Month ...SEPTEMBER.....….Year 2015.....

3. If you have just been appointed the candidate's supervisor, did the previous

4. Supervisor hand you any report on the candidate.

5. What progress has the candidate made? .....

Literature review... YES.....

Field work/data collection.....YES.....

Preparation of ~~thesis~~/dissertation draft.....YES.....

Others .....COMPLETED WRITING A RESEARCH PROPOSAL .....……...

6. (a) Is the candidate making satisfactory progress?..... YES

(b) Will he/she be able to complete the study on time?

(c) Will he/she need time extension? ……

(d) How long? .....

7. Any other remarks .....……...

Name and signature of supervisor. Dr Susan Rugano Gwalema

.....

Date 25TH 2015.....

D: SECTION TO BE COMPLETED BY THE HEAD OF FACULTY/INSTITUTE

Comments on the report by the Supervisor(s)

.....

.....

.....……

E: SECTION TO BE COMPLETED BY FACULTY'S/ INSTITUTE'S CHAIRMANOF HIGHER DEGREES (AND COUNTERSIGNED BY DEAN OF FACULTY/DIRECTOR OF INSTITUTE)

1. Comment briefly on the supervisor's/Head of Department's Report

.....

.....

2. Has the candidate requested up-grading status of his/her thesis?

.....

.....

3. Any other remarks? .....

4. Name and signature of the Chairman, Faculty's High Degree Committee

.....

.....

Date.....……..……..…

5. Name and signature of the Dean of Faculty/Director of Institute

.....

F: SECTION TO BE COMPLETED BY THE CHAIRMAN OF POSTGRADUATE STUDIES

1. The candidate has paid all/part/not paid his/her fees (information from Bursar's Office)

2. Other remarks

.....

.....

.....

Name and signature.....

Date. .....

*Delete whichever is not applicable.

APPENDIX 2: Budget

S/N	ACTIVITY	BUDGET (TSHS)
1	Preparation of proposal and Literature review	1,650,500.00
2	Proposal development	300,000.00
3	Proposal refinements	150,000.00
4	Questionnaire development and pre-testing	900,000.00
5	Fieldwork and data collection and analysis	1,000,000.00
6	Report writing	500,000.00
7	Seminar presentation	650,000.00
8	Final report writing and defence	800,000.00
	Total budget	**5,950,500**

APPENDIX 3: Time Frame

Activity Number	Activity	2015			2016		
1	Review of concept note, includes more literature and submission to supervisor						
2	Refining and incorporation comments by supervisors and develop a full proposal						
3	Presentation of research proposal to the faculty committee						
4	Refining and incorporation of faculty committee comments and present to the supervisors						
5	Seminar presentation						
6	Refining of questionnaire and data collection and pretesting						
7	Data analysis and discussion with supervisor						
8	Report writing and discussion with supervisors for examination						
9	Final report presentation						

Date..... Signature.....

Name: William Shauritanga Ugulumu

Candidate

Comment by supervisor:

.....

Date ....25/8/2015.....

Signature.....

Name: Dr Susan Gwalema

APPENDIX 4: Sample for Questionnaires

THE OPEN UNIVERSITY OF TANZANIA

The Open University of Tanzania through its students undertakes several researches to improve livelihood of Tanzanians. This is a part of the researches of the University. The theme of this study is **"The Influence of Home and School on Students' Academic Performance. A case study of Wanging'ombe District, Tanzania.** The objective of the study is to examine the Influence of Home and School on Students' Academic Performance in secondary education. I hereby kindly request you to answer the following questions because your answers will help in the process of finding the solution to solve this problem and thus improving the performance of certificate of secondary education examinations

This information will be confidential. Be free to answer the questions as no name will be written in any paper to identify you. Thank you for taking part in this study and accepting to be interviewed

PART I: PERSONAL INTERVIEW - DSEO and HOS

Mark (√) according to status in number 1 and 2 given below

Sex	Male	☐	Female	☐
Age	Less than 18 years			☐
18 years	- 25 years			☐
26 years	- 35 years			☐
36years	- 45 years			☐
46 years	- 55 years			☐

Above 55 years

3. Education level

Select the level of education that you have and put a number corresponding in a box

1) Certificate Level ☐

2) Diploma Level ☐

3) Secondary (O-level or A-level) ☐

4) University Level ☐

4. What are your views on the trend of students' academic performance of Wanging'ombe secondary schools for the period of 2007 - 2014?

5. Which factors do you think affects the academic performance of O-level secondary school students in Wanging;ombe district? Elaborate how each factor does so.

(i)……

(ii)……

(iii)……..

(iv)……..

(v)……

(vi)……..

(vii)……

(viii)……

(ix)……..

(x)……

E. Suggest measures to be taken by the Government, parents and other stakeholders for improving future students' academic performance in Wanging'ombe District and Tanzania at large

……

……

……

……

……

……

PART II: FOCUS - GROUP DISCUSSION (QUESTIONNARES GUIDE)

1. To what extent availability and use of teaching and learning materials affect students' academic performance.
2. To what extent availability and use of infrastructure/physical facilities affect students' academic performance
3. How effective and efficient subject teachers affect students' academic performance
4. What is the relationship between homes' background and students' academic performance?
5. How does school environments relate to students' academic performance
6. Which other factors do you think affects the students' academic performance of O-level secondary school students in Wanging;ombe district? Elaborate how each factor does so.

7. (a) What are your views on the trend of students' academic performance of Wanging'ombe secondary schools for the period of 2007 - 2014?

(b) Suggest immediate measures should be taken by the government, students, stakeholders, parents and community to reverse the trend of performance in Wanging'ombe secondary schools and Tanzania at large for the future?

PART III: TO BE FILLED BY TEACHERS [QUESTIONNARES GUIDE]

Mark (√) according to status in number 1 and 2 given below

(1) Sex ☐ Male ☐ Female ☐

(2)Age Less than 18 years ☐

18 years - 25 years ☐

26 years - 35 years ☐

36years - 45 years ☐

46 years - 55 years ☐

Above 55 years ☐

3. Education level

Select the level of education that you have and put a corresponding number in a box

i) Certificate Level ☐

ii) Diploma Level ☐

iii) Secondary (O-level or A-level) ☐

iv) University Level ☐

4. 4. Please select the most appropriate response for each question and put (√) in the box for the following questions:-

AVAILABILITY AND USE OF LEARNING FACILITIES

Availability And Use of Learning and Teaching Materials	**Sufficient**	**Insufficient**
Charts and maps…… Books…… Laboratory Apparatus/Instruments……. Chemicals…… Models…… Real objects…….…… Audio visual……..		
INFRASTRUCTURES Laboratories……. Classrooms……. Tables and chairs..…….. Toilets…… Dormitories…… Library…… Playing grounds……. Kitchen for students' food.……. Teachers. Houses…….. Social services…….. Offices…….		

5. Please select the most appropriate response for each question and put (√) in the box for the following questions:

EFFECTIVE AND EFFICIENT SUBJECT TEACHERS

1. Provision of Exercises, Tests and Examinations		
Core Subjects	Enough [Provision of standard exercises after each period/lesson, weekly tests, monthly tests, tests after the end of each topic]	Not Enough
Basic Mathematics		
Civics		
Geography		
Biology		
English		
2. Language Used for Instruction/Medium of Instruction in Lessons		

Core subjects	Yes [when only english language is used in lessons]	No [when english is mixed with other language in lessons]
Basic mathematics		
Civics		
Geography		
Biology		
English		
3. Coverage in Syllabi in Time		
Core Subjects	Covered in time [when all topics covered in time]	Not covered in time
Basic Mathematics		
Civics		
Geography		
Biology		
English		

6. Please select the most appropriate response for each question and put (√) in the box for the following questions:-

HOMES' BACKGROUND

Homes' Back Ground	**Affect Academic Performance**	**Do Not Affect Academic Performance**
Parents' Income/Economic status		
Parents' level of education		
Parents' involvement in academic activities provided by subject teachers from school		
Homes' activities/Parents' activities at home		
Parents' local/traditional beliefs		

7. Please select the most appropriate response for each question and put (√) in the box for the following questions:-

SCHOOL ENVIRONMENTS

Standard Environments	**Affect Performance**	**Do Not Affect Performance**
Book Student Ratio 1:1		
Furniture Student Ratio 1:1		
Presence of Dormitories		
Class Student Ratio 1:40		
Use of Competence based Approach		
Use of Learning materials during Instruction		
Instructional time (as per timetable)		
Provision of daily standard exercises,test after the end of a topic, homeworks and examinations		
Teacher periods ratio of 1:30 (per week)		
Attendance of teachers and students in lessons		

8. What are your views on the trend of students' academic performance of Wanging'ombe secondary schools for the period of 2007 - 2014?
9. Which other factors do you think affects the students' academic performance of O-level secondary school students in Wanging'ombe district? Elaborate how each factor does so.
10. Suggest immediate measures should be taken by the government, students, stakeholders, parents and community to reverse the trend of performance in Wanging'ombe secondary schools and Tanzania at large for the future?

PART IV: TO BE FILLED BY STUDENTS

Mark (√) according to status in number 1 and 2 given below

(1) Sex Male Female ☐

(2) Age Less than 18 years ☐

18 years - 25 years ☐

26 years - 35 years ☐

36years - 45 years ☐

46 years - 55 years ☐

Above 55 years ☐

3. Education level

Select the Class/Form that you belong and put a corresponding number in a box

i) Form 2 ☐

ii) Form 3 ☐

iii) Form 4 ☐

4. Please select the most appropriate response for each question and put (√) in the box for the following questions:-

AVAILABILITY AND USE OF LEARNING FACILITIES

Availability and Use of Learning and Teaching Materials	**Sufficient**	**Insufficient**
Charts and maps…… Books…… Laboratory Apparatus/Instruments……. Chemicals…… Models…… Real objects…….…… Audio visual……		
INFRASTRUCTURES Laboratories…… Classrooms…… Furniture..…….. Toilets…… Dormitories…… Library…… Playing grounds……		

Kitchen for students' food…… Teachers. Houses…… Social services…….. Offices……		

5. Please select the most appropriate response for each question and put (√) in the box for the following questions:

EFFECTIVE AND EFFICIENT SUBJECT TEACHERS

1. Provision Of Exercises, Tests And Examinations		
Core Subjects	Enough [Provision of standard exercises after each period/lesson, weekly tests, monthly tests, tests after the end of each topic]	Not Enough
Basic Mathematics		
Civics		
Geography		
Biology		
English		
2. Language Used for Instruction/Medium of Instruction in Lessons		
Core Subjects	Yes [when only english language is used in lessons]	No [When english is mixed with other language in lessons]
Basic Mathematics		
Civics		
Geography		
Biology		
English		
3. Coverage in Syllabi in Time		
Core Subjects	Covered In Time [When All Topics Covered In Time]	Not Covered In Time
Basic Mathematics		
Civics		
Geography		
Biology		
English		

6. Please select the most appropriate response for each question and put (√) in the box for the following questions:-

HOMES' BACKGROUND

Homes' Back Ground	**Affect Academic Performance**	**Do Not Affect Academic Performance**
Parents' Income/Economic status		
Parents' level of education		
Parents' involvement in academic activities provided by subject teachers for higher success		
Homes'/parents' activities at home		
Parents' local/traditional beliefs		

7. Please select the most appropriate response for each question and put (√) in the box for the following questions:-

SCHOOL ENVIRONMENTS

Standard Environments	**Affect Performance [Presence of Standard Environments]**	**Do Not Affect Performance [No Standard Environments]**
Book Student Ratio 1:1		
Furniture Student Ratio 1:1		
Presence of Dormitories		
Class Student Ratio 1:40		
Use of Competence based Approach		
Use of Learning materials during Instruction		
Instructional time (as per timetable) 194 days per annum		
Provision of daily standard exercises and weekly tests		
Teacher periods ratio of 1:30 (per week)		
Attendance of teachers and students in lessons as per timetable		

8. What are your views on the trend of students' academic performance of Wanging'ombe secondary schools for the period of 2007 - 2014?
9. Which other factors do you think affects the students' academic performance of O-level secondary school students in Wanging;ombe district? Elaborate how each factor does so.
10. Suggest immediate measures should be taken by the government, students, stakeholders, parents and community to reverse the trend of performance in Wanging'ombe secondary schools and Tanzania at large for the future?

APPENDIX 5: Adequacy of School Facilities (N=300)

Variable	**Respondents**	**The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200**	
		About adequacy	Not adequacy
Classrooms	DSEO	1 (33.3%)	2 (66.7%)
	HOS	1 (25%)	3 (75%)
	Teachers	10 (16.7%)	50 (83.3%)
	FGD	2 (6.1%)	31 (93.9%)
	Students	90 (45%)	110 (55%)
	Average	25.22%	74.78%
Laboratory	DSEO	2 (66.7%)	1 (33.3%)
	HOS	3 (75%)	1 (25%)
	Teachers	40 (66.7%)	20 (33.3%)
	FGD	30 (90.9%)	3 (9.1%)
	Students	166 (83%)	34 (17%)
	Average	76.46%	23.54%
Library	DSEO	0 (0.0%)	3 (100%)
	HOS	0 (0.0%)	4 (100%)
	Teachers	1 (1.7%)	59 (98.3%)
	FGD	12 (36.4%)	21 (63.9%)
	Students	5 (2.5%)	195 (97.5%)
	Average	8.12%	91.88%
Laboratory equipments	DSEO	0 (0.0%)	3 (100%)
	HOS	0 (0.0%)	4 (100%)
	Teachers	0 (0.0%)	4 (100%)
	FGD	3 (9.1%)	30 (90.9%)
	Students	1 (0.5%)	199 (99.5%)
	Average	1.92%	98.08%
Toilets	DSEO	2 (66.7%)	1 (33.3%)
	HOS	3 (75%)	1 (25%)
	Teachers	48 (60%)	12 (40%)
	FGD	30 (90.9%)	3 (9.1%)
	Students	140 (70%)	60 (30%)
	Average	72.52%	27.48%
Dormitory	DSEO	0 (0.0%)	3 (100%)
	HOS	1 (33,3%)	3 (66.7%)
	Teachers	20 (33.3%)	40 (66.7%)
	FGD	14 (42.4%)	19 (57.6%)
	Students	24 (12%)	176 (88%)
	Average	24.2%	75.8%
Kitchen for students' food	DSEO	0 (0.0%)	3 (100%)
	HOS	0 (0.0%)	4 (100%)

	Teachers	2 (3.3%)	58 (96.7%)
	FGD	3 (9.1%)	30 (90.9%)
	Students	7 (3.5%)	193 (96.5%)
	Average	3.18%	96.82%
Desk and chairs	DSEO	2 (66.7%)	1 (33.3%)
	HOS	3 (75%)	1 (25%)
	Teachers	50 (83.3%)	10 (16.7%)
	FGD	26 (78.8%)	7 (21.2%)
	Students	148 (74%)	52 (26%)
	Average	75.56%	24.44%

Source: Research Findings (2016)

APPENDIX 6: Learning Environments and Students' Academic Performance

Variable	Respondents	The Community built secondary schools (HOS=4, DSEO=3, Teachers=60, FGD=33 and students=200	
		Affect performance	Do not affect performance
Book students ratio 1:1	DSEO	3 (100%)	0(0.00%)
	HOS	4 (100%)	0 (0.00%)
	Teachers	52(86.7%)	8 (13.3%)
	FGD	29 (87.9%)	4 (12.1%)
	Students	174 (87%)	26 (13%)
	Average	92.32%	7.68%
Furniture students ratio 1:1	DSEO	3 (100%)	0 (0.00%)
	HOS	4 (100%)	0 (0.00%)
	Teachers	56 (93.3%)	4 (6.7%)
	FGD	31 (93.9%)	2 (6.1%)
	Students	186 (93%)	14 (7%)
	Average	96.04%	3.96%
Class student's ratio 1:40	DSEO	2 (66.7%)	1 (33.3%)
	HOS	3(75%)	1 (25%)
	Teachers	50 (83.3%)	10 (16.7%)
	FGD	27 (81.8%)	6 (18.2%)
	Students	164 (82%)	36 (18%)
	Average	77.76%	22.24%
Use of competence based method (Learners centered)	DSEO	3 (100%)	0 (0.00%)
	HOS	4 (100%)	0 (0.00%)
	Teachers	58 (96.7%)	2 (3.3%)
	FGD	24 (72.7%)	9 (27.3%)
	Students	192 (96%)	8 (4%)
	Average	93.08%	6.92%
Use of teaching learning materials	DSEO	3 (100%)	0 (0.00%)
	HOS	4 (100%)	0 (0.00%)
	Teachers	59 (98.30%)	1 (1.7%)
	FGD	28 (84.8%)	5 (15.2%)
	Students	180 (90%)	20(10%)
	Average	94.62%	5.38%
Instructional time (194 days per annum)	DSEO	3 (100%)	0 (0.00%)
	HOS	4 (100%)	0 (0.00%)

	Teachers	60 (100%)	0 (0.00%)
	FGD	32 (96.97%)	1 (3.03%)
	Students	197 (98.5%)	3 (1.5%)
	Average	99.09%	0.91%
Provision of daily standard exercise, weekly tests and examinations	DSEO	3 (100%)	0 (0.00%)
	HOS	4 (100%)	0 (0.00%)
	Teachers	60 (100%)	0 (0.00%)
	FGD	33 (100%)	0 (0.00%)
	Students	195(97.5%%)	5(2.5%)
	Average	99.5%	0.5%
Attendance of teachers and students as per timetable	DSEO	2 (66.7%)	1 (33.3%)
	HOS	3 (75%)	1 (25%)
	Teachers	51 (85%)	9 (15%)
	FGD	33 (100%)	0 (0.00%)
	Students	177 (88.5%)	23 (11.5%)
	Average	83.04%	16.96%

Source: Research findings (2016)